

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Michael Kijowski

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name W. B. Simpson Elementary School

(As it should appear in the official records)

School Mailing Address 5 Old North Road

(If address is P.O. Box, also include street address.)

City Wyoming State DE Zip Code+4 (9 digits total) 19934-1237

County Kent County State School Code Number* 100620

Telephone 302-697-3207 Fax 302-697-4963

Web site/URL http://www.crk12.org/simpson E-mail michael.kijowski@cr.k12.de.us

Facebook Page

Twitter Handle www.facebook.com/pages/WB-Simpson-PTO/215760271781475 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Kevin Fitzgerald

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: kevin.fitzgerald@cr.k12.de.us

Other)

District Name Caesar Rodney School District Tel. 302-698-4800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. William Bush

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 1 K-12 schools
- 13 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	66	49	115
2	65	65	130
3	41	38	79
4	41	56	97
5	51	70	121
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	264	278	542

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 23 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 61 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1	503
(5) Total transferred students in row (3) divided by total students in row (4)	0.101
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 2 %
11 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Bulgarian, French, Portuguese, Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 263

Information for Public Schools Only - Data Provided by the State

The state has reported that 51 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %
57 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>12</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: W.B. Simpson Elementary School is a community of learners where the staff and families work together to ensure each student excels both academically and socially.

PART III – SUMMARY

W.B. Simpson Elementary School is a true community school servicing the students in the twin towns of Camden and Wyoming, Delaware for children in grades 1-5. We provide a quality education to approximately 550 students from all socio-economic levels. As stated in our school mission statement, “W.B. Simpson Elementary School is a community of learners where the staff and families work together to ensure each student excels both academically and socially.” Growing out of this belief, our school has adopted many unique and special traditions. Most notably, W.B. Simpson is committed to the Responsive Classroom Approach. This philosophy rests upon four researched-based principles of engaging academics, building a Positive Learning Community, effective classroom management practices, and a thorough developmental awareness of children. All four domains are interrelated and critical to student success as demonstrated with the following activities: daily morning meetings, lessons peppered with academic choice, students engaged in guided discovery, collaborative problem-solving conferences between students and teachers, interactive modeling for the teaching of procedures and expectations, and teachers using positive language for reminding, redirecting, and reinforcing classroom expectations.

Using the Responsive Classroom Approach has helped our school produce a positive school culture, as demonstrated by our annual declining trend of discipline and bullying referrals, and improved student learning as indicated when W.B. Simpson was named a “2013 Delaware Recognition School.” Building upon the Responsive Classroom model, the staff at W.B. Simpson is committed to creating and sustaining positive working relationships with all students and their families. For example, W.B. Simpson is a “looping school”. This means that all students will have their teacher for two years for grades 2-3 and 4-5. (First grade does not loop.) “Having my students for two years has made me a better teacher,” a 2-3 looping teacher once said. “By the second year of the loop, I know my students’ strengths and weaknesses inside and out.” Anecdotally, teachers have said that looping has gained them about a month more of academic learning time in third and fifth grades “since the community has already been established.” Looping has also made our teachers stronger in content and pedagogy. A teacher said, “I can now see the big picture curriculum wise. I have been able to streamline pieces from fourth and fifth grades to allow me more time for instruction. When I taught just fourth grade, I didn’t know that the same concept was basically repeated in fifth grade. Now that I loop, I am more reflective in how I scaffold my instruction.”

Another hallmark of W.B. Simpson Elementary School is the relentless pursuit of rigorous instruction in all classrooms. Every teacher designs lessons that have “rigor.” At Simpson, this means lessons that have all four of the following components: a focus on an extended thinking skill, opportunities for peer collaboration, a writing component, and the use of high quality materials/best practices. These lessons are planned in weekly PLC meetings for reading and mathematics. The rigor format is also seen in special two hour lessons taught each Friday during Black History Month. These lessons were developed by teams of grade level teachers to highlight four main domains of African-American History: Slavery in the United States, Life during the Jim Crow Era, Acts of Courage during the Modern Civil Rights Movement, and African-American Pioneers. The themes remain constant in each grade level but the lesson content is uniquely tailored for each grade level. Furthermore, the Black History lessons are interactive, utilize primary sources, focus around quality children’s literature, and examples of rigorous instruction. The unit always concludes with a culminating activity. For example, two years ago Ruby Bridges, the first African-American elementary student to attend a public all-white school in the American-south, spoke to our entire student body. “She is my hero,” one African-American student said.

Cultural diversity is not exclusively reserved for African-American history. W.B. Simpson is also proud of its Chinese Immersion Program. Starting at our district’s kindergarten center, fifty students are selected by lottery to receive 50% of their school day in Chinese. This includes math, science, social studies, and Chinese literacy. These students continue their immersion program at W.B. Simpson. Currently, there are two Chinese immersion cohorts with approximately 50 students in first grade and 50 students in second grade. Each year, another 50 students will be come to W.B. Simpson for Chinese immersion. Housing the immersion program has allowed our school to celebrate the rich culture of China in many ways. For instance, we celebrated Confucius’s Birthday, Chinese New Year, the Moon Festival, and have integrated Chinese culture lessons into Geography Awareness Week.

As W.B. Simpson recently celebrated its fiftieth anniversary, we had a large school-wide celebration. There were speeches, songs, and lots of reminiscing of times past. The student council president began his speech by saying, “I love my school.” That is W.B. Simpson Elementary School – a great place for kids.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At W.B. Simpson, we have a balanced literacy program that focuses on reading, writing, speaking and listening. This is defined by a 30 minute whole group language arts lesson, 90 minutes of whole group homogeneous instruction, and 45 minute explicit writing instruction. During the 30 minute whole group lesson, the teacher uses explicit modeling of comprehension, decoding/word study, and fluency. A variety of high quality materials are used such as informational and narrative text. Students are engaged in discourse with each other and exposed to multiple mediums for acquiring information. During small group reading, every student receives at least one small guided reading group based upon his/her instructional reading level. This is aligned with the RtI process where students in Tier II and Tier III receive an additional 30 minutes of small group reading instruction from a reading interventionist. The teachers have received training and use multiple research-based instructional strategies which include DRTA, Reciprocal Teaching, Literature Circles, etc. to enhance small group reading instruction. Authentic and quality literature is used during these groups. Teachers write their own small group reading plans during weekly PLC meetings that align with the Common Core Standards. When not engaged in reading groups, students are working in literacy-based center activities which often integrate technology, differentiated word study, and independent reading. Although writing is integrated into reading, students also receive an additional 45 minutes of explicit writing instruction. There is a spiral scope and sequence for the 1st-5th grade writing curriculum that aligns with the tested seven reading comprehension skills. For example, our teachers will teach argumentative writing with non-fiction and teaching fact vs. opinion during reading instruction. These writing units were developed by the teachers at W. B. Simpson and are fully aligned to the Common Core. As early as first grade, there is a strong focus on informational writing with multiple text citations from a variety of sources such as websites, video clips, and podcasts. Teachers also use trade books to model close reading strategies to develop background knowledge for composition writing. All novice teachers are mentored by an experienced teacher in order to maximize instruction. Each month one writer from each classroom is recognized as the top writer for the current unit of study. In addition to positive reinforcement and student motivation, this helps to keep the staff on pace with the writing curriculum.

Besides integrating writing into reading, it also blends into the Science and Social Studies curriculum. For instance, our Social Studies curriculum focuses on big ideas and concepts in history, economics, civics, and geography. Students are not engaged in rote learning and memorization but in experiential learning. This is accomplished through simulations, exploration of Primary Sources, and authentic informational texts. The Social Studies curriculum is the “Delaware Recommended Curriculum Units” endorsed by the Delaware Department of Education. There is a performance task assessment that encapsulates each unit of study. All of the Science curriculum is inquiry based and totally hands-on. Although there is not a text book, students use a variety of informational mediums to build schema for scientific concepts. Each teacher receives various science kits covering Life Science, Physical Science, Earth/Space Science, and Engineering. All kits are built around the scientific process and promote a constructivist approach to learning. Every teacher receives, at minimum, three hours of training on each kit. We augment the curriculum with field studies and guest speakers that reinforce the major concepts studied.

The mathematics curriculum was developed by the Caesar Rodney School District. Many W.B. Simpson teachers were part of its research and design. The math curriculum is fully aligned to the Common Core State Standards while promoting the eight mathematical practices through hands-on learning activities. Students receive 60-75 minutes of daily instruction. The teacher employs flexible grouping within this time period. Pre-assessment and formative data is used to determine student placement within flexible groups and is reevaluated frequently based on the learning target. Teachers enhance the units with technology. For example, SMARTboard files are used to share strategies and revisit them throughout the unit. Teachers use PLC time to examine math assessment data and formulate action plans to meet the needs of their students. At Simpson, we have a robust and rigorous curriculum.

2. Other Curriculum Areas:

At W. B. Simpson elementary, all students in grades 1-5 are afforded the opportunity to participate in five non-core subjects for 50 minutes each per week. The schedule rotates between Physical Education, Art, Music, Library, and Life Skills.

In physical education, students are provided instruction on a variety of small and large motor skills, identified in the Delaware Physical Education standards that are essential for learning and performing various physical activities. Additionally, the teacher encourages participation in many events that promote a healthy lifestyle and physical fitness by including those activities during instructional time. For example, students participate in the Jingle Bell Run, Jump Rope for Heart, ACES day, Fitness Gram, and Track and Field Day.

Throughout the building, you will notice a wide variety of art predominately displayed in the hallways, on bulletin boards, and in showcases. During art class, students use a wide array of mediums to showcase their work. In addition, work is uploaded onto an online portfolio forum titled Artsonia, allowing family members to purchase art work in the form of t-shirts, mugs, and more after viewing the pieces that their child or grandchild has created. The artwork completed is also concurrent with many of the units that students are learning about in the classroom such as fractions or symmetry, thus reinforcing the content of the core curriculum. Students also participate in creating backdrops and backgrounds for school activities such as PBS events, assemblies, or concerts.

In music education, students are not only learning music appreciation but are analyzing musical selections to determine patterns. The musical talents are also extended beyond the classroom when the whole school is taught songs that support our assemblies. For example, the music teacher led the student body in songs to show appreciation for our veterans on Veteran's Day as well as to honor the work of Dr. Seuss on Read Across America Day. Musical selections support the academic curriculum and allow an opportunity for students to share their Simpson Pride during our events.

Library affords our students the opportunity to check out self-selected reading material to read independently throughout the week but it also provides our students with support for many Language Arts skills that they are learning in the classroom. During library, students conduct independent research centered around a grade-level appropriate topic and complete projects related to those topics. A new addition to our curriculum involves teaching students how to Code. Coding is a way to bring computer science to our students here at W.B. Simpson and motivate them to think critically.

Our final non-core subject is Life Skills. This class serves as a Tier 1 support that proactively targets problem behaviors. The life skills teacher, who doubles as a counselor here at W.B. Simpson, teaches preventative conflict resolution, how to deal with and report a bullying situation, habits that build positive self-esteem, and building a good rapport with classmates. Campaigns such as "Spread the Word to End the Word" are reinforced during classroom instruction. In addition, drug and alcohol awareness is taught through a school-wide activity conducted during Red Ribbon Awareness Week. Many of the lessons targeted in this classroom not only meet American School Counselor Association National Standards but also concerns that are identified in the school or classroom based on data trends. Furthermore, the life skills teacher also uses a variety of systems to help track and identify students who need additional supports outside of the classroom.

While all students are provided with the non-core subjects for 50 minutes daily, there is an additional opportunity for 45 minutes per week for students to choose an Enrichment Cluster during Professional Learning Communities. Once per week, students in each grade level are divided into classes based on choice. The choices vary based on student interest and continue for several weeks of instruction. For example, one semester of enrichment clusters may include Puppetry, Newspaper Writing, and Culinary Arts while another semester may offer Sign Language, Handball, and Yoga. Enrichment clusters offer students a chance to explore a field or topic of interest, preparing them to make choices for electives when moving on to middle school and high school, all the while helping them to learn a new skill.

3. Instructional Methods and Interventions:

The vision statement is to “close the achievement gap amongst all students.” To help our vision come to fruition, we have implemented a variety of instructional interventions. For example, all of our special education students are full inclusion in the regular education classroom. A special education teacher uses the push-in model for language arts and math. Our special education students also participate in the tiered intervention process as well. All regular and special education students receive Tier I Reading intervention. This includes 30 minute whole group and 30 minute small group instruction. Students qualify for Tier II and Tier III reading intervention based upon tri-annual assessment data and/or weekly progress monitoring. Students in Tier II receive an additional thirty minutes reading group daily with a para-educator. The group size ranges from 5-8 students. A variety of approved intervention materials such as 95% program, Soar to Success, Read Naturally, and LLI are implemented based on students’ primary need. For students in Tier III, they receive an additional 30 minute daily reading group with a certified reading specialist. The group size ranges from 3-5 students. This group is needs-specific and lessons are developed based on the individual needs of the students. Interventions are determined by formative assessment and collaboration with the teacher. Intervention is conducted during Reading Center rotations. Every six weeks, the team meets to discuss progress and reassess groups to ensure we are meeting the needs of individual students.

For mathematics, all students receive Tier I intervention in the classroom during a 60 minute math lesson. Based upon tri-annual progress monitoring from a district developed Universal Screening tool, students are pulled for Tier II or Tier III service with a para-educator. Tier II services are pulled for 120 minutes per week and utilize the TenMarks or DreamBox Online software. Progress monitoring is embedded within the software. Tier III intervention is 150 minutes per week and utilizes Number Worlds which provides instruction at the level of the student based on pre-assessment screeners. Progress monitoring is done on a weekly basis for mathematics as well using Number Worlds Assessment in the intervention group and formative assessment in the classroom. As with reading, math Tiered groups are reassessed every six weeks using progress monitoring data. Based upon solid classroom instruction and Tiered intervention programs, W.B. Simpson is making great strides in closing the achievement gap amongst all students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

For the past four years, the state of Delaware has had the Delaware Comprehensive Assessment System (DCAS) for measuring Annual Student Growth for Mathematics and Language Arts. This adaptive, computerized assessment was given three times per year, with the Spring results being used for accountability purposes. At Simpson, we have used the data to track students' progress overtime with our looping cohorts of students. Furthermore, with the assistance of the instructional coach, we have used the winter assessment to develop detailed, grade-level specific action plans to prepare for the spring administration of DCAS. These plans, which address specific deficits identified through data analysis, include small group reading and math lessons for the students not meeting the standards. This has produced some noticeable trends in our data. We are proud of our third grade SES students with a 13% growth in Language Arts and 17% in Math from 2009-2013, along with growth in grades 4 and 5 in this cell area as well. Our third grade data shows a significant narrowing of the gap for Hispanic-Latino students, which is our second most represented minority. In grades 4 and 5, there were consistent, incremental gains over that past five years as a result of fourth and fifth grade teachers looping between those grade levels. As a result, we have almost 90% of our students meeting proficiency overall and close to 50% advanced. Although our African American population outperformed our Caucasian students in ELA for fifth grade, there is still room for growth in other cell areas. In addition, our special education population is noticeably stronger in ELA as opposed to mathematics, resulting in change of placement for teachers. As a result, there has been a lot of PD on achievement gaps. Specifically we have addressed: what is an achievement gap, reasons for the gap, and how to close it. This is helping to create a culture with the following core values: A belief that ALL children can learn, rigorous instruction in every classroom, a "no excuse" attitude for accountability, and keeping the focus on the children.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

At Simpson, it is our philosophy not to just analyze data but to share it with others. Classroom teachers utilize a wide variety of data points for evaluating student learning. First, staff uses the tri-annual universal tools that include DIBELS, Spelling Inventory, STAR data, and district-developed assessments. In weekly PLC meetings, teachers develop weekly progress monitoring tools and assessments. By their third year of teaching, all of our staff has had formal assessment training based upon the work of Rick Stiggins. Between this and formal Learning Focused Strategies (LFS) training, our teachers are able to develop quality formative and summative assessment data in all content areas. This data is used during PLC meetings to develop action plans for meeting the needs of our diverse group of learners. In addition, this data is utilized to ensure that groups established in reading and mathematics are fluid and change based on student need at various times throughout the year. Every month, the Leadership team takes a "360 degree" review of the school. This is accomplished by looking at the following data: Academic (Report Cards/Assessments), Attendance, Clinical (Nurse/Counselor referrals), Behavioral, and Parent Involvement data. This data is used to determine the "state of the school" and as a result changes are implemented to make a proactive impact on the school environment. Data is shared with stakeholders through a variety of forums. This includes the school website, welcome letter to parents, open house, PTO meetings, weekly staff bulletin, and inclusion of parents on several committees within the school. In addition, students are fully involved in analyzing data and setting goals for academic and behavioral achievement. They use classroom and standardized test data to determine strengths and areas of improvement. In addition, Chinese immersion students conduct student-led conferences to share this data and their learning achievements with their families.

Part VI School Support

1. School Climate/Culture

There are two factors that define W.B. Simpson's culture. These are the Responsive Classroom Approach and the Positive Behavior Support System (PBS). Simpson's PBS program is considered to be a model program for the rest of the state. It is based upon the five core principles of Positive Attitudes, Respect, Integrity, Determination, and Empathy or P.R.I.D.E. This serves as our foundation for classroom rules, consequences, and rewards. The PBS system is a token economy, established and monitored by the PBS Core team comprised of a variety of staff members, where students earn PRIDE bucks which are used to purchase items from a prize cart and/or attend monthly celebrations. Monthly kick-off assemblies are designed and led by administration and use pro-social skills to address needs established by school data found in the 360 degree review conducted by the leadership team. Some examples of needs based kick-offs include self-control, bus behavior, and/or showing pride in your work. To increase motivation, students are recognized quarterly for academic success, behavior, and attendance. In addition, they are recognized monthly for writing achievement. There is also a PBS target team that monitors students not responding to the PBS program as documented by office and counseling referrals. This teacher-led committee develops tiered intervention support and behavior plans to support and improve student behavior. Parents are also involved with the development of interventions and behavior plans for their child. As a parent said, "I love how my child is always recognized for doing the right thing through PBS." Teachers also feel the same regarding the impact that PBS has on the classroom environment.

Blending the Responsive Classroom approach has only served to strengthen the school climate. These two programs have had a positive effect on our teaching staff as well. Teacher input is highly valued at W.B. Simpson. For example, they provide feedback on the current PBS events and provide ideas for future programming. In addition, an annual survey regarding the effectiveness of the vision and key priorities at the conclusion of the third marking period. Teachers are also highly involved in the interview committee and play an active role in mentoring newly hired staff members. This includes leading trainings, one-on-one coaching, and peer observations, in addition to the official mentoring program. Through evaluation of data, we have determined that daily attendance rates are fairly high. Simply put, our students and staff enjoy coming to school every day.

2. Engaging Families and Community

There is an old African proverb that states "it takes a village to raise a child." Here at W.B. Simpson, we not only believe this but we embody this in everything that we do. Over the past years, we have expanded the village to include more parents and the surrounding business community. Most importantly, our parents play a pivotal role in the life of our school. For example, parent volunteers run our monthly PBS celebrations. Parents also support our monthly family nights by volunteering their time and low-cost family meals. Families are also invited to attend many celebrations such as the quarterly award ceremony, Grandparents Breakfast, Veteran's Day assembly, Field Day, and musical productions throughout the year. Parents are invited to join our seven stand-alone committees and have also been involved in the interview process for new teachers and teacher of the year. The strong PTO here at Simpson helps to encourage parent participation in fundraisers that help to establish budgets for the committees. Parents have been pivotal in drafting of school attendance policy, homework policy, and code of conduct. These dedicated groups of parents are thanked each year at the annual volunteer tea.

Over the past two years, we have pushed to include more community involvement in the school. This includes welcoming the community into our school with a "good neighbor breakfast". This serves to lay a foundation for future business partnerships. We have cultivated existing community partnerships with local businesses that has led to their sponsoring of the book fair, Grandparents Breakfast, donations for family nights, and other activities. We have also branched to the local middle school and high school to promote positive role models by having these students participate in various PBS celebrations and special events such as Dr. Seuss's birthday celebration. There is also a wide variety of practicum placements and student teachers from the community college and local universities. Communication is essential for

engaging our school community. We implement weekly phone messages detailing the events for the week. The PTO officers are copied on the weekly bulletin that goes out to staff. Each week, parents receive a weekly folder that includes information regarding school and community events as well as a weekly parent newsletter. One of our key priorities here is to use this true “village” approach to ensure that W.B. Simpson is a great place for students to learn and grow.

3. Professional Development

Professional development (PD) is one of the defining characteristics of W.B. Simpson Elementary school. PD is centered around the vision statement and annual four key priorities established through our leadership team. Teachers and paraprofessionals have input on professional development via feedback at the end of PD sessions and surveys conducted with the staff. We have bi-monthly staff meetings, which are utilized to conduct ongoing staff development. This PD is collaboratively developed and led by both administration and teachers. It is also differentiated for teachers and paras based on their surveyed needs. In addition to staff meetings, paras received over 40 hours per year of additional training support on in-service days. There is also special support provided to novice teachers in reading, mathematics, and Responsive Classroom (RC) practices. These are all conducted by their fellow colleagues.

Besides the numerous professional development opportunities offered by the school district, there is always a professional book club each summer exclusively for the Simpson staff. This is teacher-led and provides opportunities for discussion in a relaxed atmosphere. The book club has helped us to roll-out school wide initiatives such as Professional Learning Communities and Responsive Classroom. Informally, there are various opportunities for chat and chew sessions each month wherein novice teachers and experienced teachers share ideas regarding a variety of topics chosen by them including academic, school culture, and classroom management strategies.

As part of being named a 2013 Delaware Recognition School, we received \$50,000 from the state of Delaware, and 65% of the funds were used to train 25 teachers in the RC approach. This was a 4-day training at the school which allowed teachers the opportunity to interact and share ideas with an RC consultant. Included was a follow-up training with the entire staff. As a result, just over 50% of our staff has been officially trained in RC. There is a core team of 5 teachers who have received advanced training. This core group also trains and mentors new staff at Simpson. Administration is fully trained in RC practices and also attends all in-house and district provided PD. Through the weekly staff bulletin, we embody a culture of continuous growth and learning. Walkthroughs and conversations with staff allows us to target and share instructional strategies that we feel are essential to the growth of our staff and students and allows us to reinforce our core values and vision of closing the gap.

4. School Leadership

Simpson operates under a distributed leadership model. Our philosophy is there is a leader within all of us. Being a leader does not mean to be in charge of something at our school but to help share ideas that we work as a team to bring to fruition. All staff members, new or experienced, are encouraged to participate in one of the seven standing committees. These committees include PBS Core, PBS Target, Leadership, School Health, Community Outreach, Special Events, and Beautification. All committees meet once per month and have diversity of staff representation. Each committee has a non-administrative staff chairperson that sets the agenda, runs the meetings, and disseminates meeting minutes to the entire staff. The majority of the money raised by the PTO fundraisers becomes the individual committee budgets, allowing for greater opportunities for the committees to enhance their activities. The committees touch every aspect of school life: Behavioral (PBS Core and Target), Academic (Leadership), Social (Special Events), Physical/Emotional (School Health) and Family Engagement (Beautification and Community Outreach).

Staff members also spearhead individual interests and projects for the vitality of the school. For example, a teacher was passionate for Girls Self Esteem and started the Girls on the Run program at our school. Another teacher was concerned about closing the gap with the special education students in math and

started the Digit and Donuts breakfast program which uses peer tutoring to improve math confidence. The administrative philosophy is anything that will impact our students in a positive way, we are willing to try.

We also have worked with the district to establish full-time teacher leadership positions in the school such as Instructional Leader, Special Education Program Coordinator, Reading Specialist/Coordinator, and a Family Crisis Therapist. The teachers and staff at W.B. Simpson use research to determine next steps for our school based on data discussed at various core team meetings. One example of this is the thorough research and investigation into Responsive Classroom practices prior to its implementation. At W.B. Simpson, teachers lead by example. Teachers are visible at all school events. This translates into our student council members as well as we develop these future leaders. Members conduct annual service projects, listen to their constituents, and implement ideas that give back to the community such as helping with our family nights. Whether it is staff or students, we are always trying to develop the leader within.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>DCAS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	84	78	93	82	73
Advanced	26	33	49	29	30
Number of students tested	91	102	82	90	106
Percent of total students tested	99	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	77	73	87	74	60
Advanced	17	18	34	19	19
Number of students tested	48	51	38	42	53
2. Students receiving Special Education					
Meets Standard and above	50	0	0	38	13
Advanced	0	0	0	13	0
Number of students tested	2	6	5	8	16
3. English Language Learner Students					
Meets Standard and above		0	100		
Advanced		0	0		
Number of students tested		1	1		
4. Hispanic or Latino Students					
Meets Standard and above	83	75	100	67	67
Advanced	33	0	67	33	33
Number of students tested	12	8	6	6	3
5. African- American Students					
Meets Standard and above	78	58	77	75	41
Advanced	11	16	31	19	9
Number of students tested	18	19	13	16	22
6. Asian Students					
Meets Standard and above	100	50	100	100	100
Advanced	50	50	50	100	50
Number of students tested	4	3	3	1	2

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Meets Standard and above	100		100	100	100
Advanced	33		0	0	100
Number of students tested	3		1	1	1
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	83	82	95	86	81
Advanced	31	38	52	35	37
Number of students tested	59	74	63	58	73
10. Two or More Races identified Students					
Meets Standard and above	86	100	100	71	75
Advanced	14	29	67	14	13
Number of students tested	7	7	3	14	8
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>DCAS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	85	92	91	78	79
Advanced	22	25	38	17	34
Number of students tested	112	88	95	89	80
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	74	83	83	73	61
Advanced	19	10	30	10	21
Number of students tested	49	42	47	41	28
2. Students receiving Special Education					
Meets Standard and above	29	50	70	75	13
Advanced	0	0	10	0	0
Number of students tested	7	6	10	8	8
3. English Language Learner Students					
Meets Standard and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	86	100	100	100	100
Advanced	0	40	40	100	50
Number of students tested	7	5	5	1	2
5. African- American Students					
Meets Standard and above	59	77	81	64	43
Advanced	5	23	13	0	7
Number of students tested	22	13	16	14	14
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Advanced	50	50	100	50	100
Number of students tested	2	2	1	2	2
7. American Indian or Alaska Native Students					
Meets Standard and above		100		100	
Advanced		0		100	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested		2		1	
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	90	94	92	82	87
Advanced	27	25	47	19	40
Number of students tested	82	68	66	65	60
10. Two or More Races identified Students					
Meets Standard and above	100	100	92	57	75
Advanced	17	33	17	14	0
Number of students tested	6	3	12	7	4
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>DCAS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	85	86	78	72	87
Advanced	26	26	27	24	24
Number of students tested	96	95	112	76	108
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	71	82	72	63	78
Advanced	17	13	19	10	17
Number of students tested	41	45	64	30	41
2. Students receiving Special Education					
Meets Standard and above	22	42	30	0	43
Advanced	0	8	10	0	0
Number of students tested	9	12	10	5	7
3. English Language Learner Students					
Meets Standard and above		100			
Advanced		0			
Number of students tested		1			
4. Hispanic or Latino Students					
Meets Standard and above	57	67	100	100	100
Advanced	14	0	60	0	0
Number of students tested	7	3	5	3	5
5. African- American Students					
Meets Standard and above	81	71	53	36	77
Advanced	38	5	5	0	18
Number of students tested	16	21	19	14	17
6. Asian Students					
Meets Standard and above	100	100	100	100	50
Advanced	50	100	33	100	50
Number of students tested	2	1	3	3	2
7. American Indian or Alaska Native Students					
Meets Standard and above	100		100		100
Advanced	0		0		0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	2		1		1
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	86	94	84	82	90
Advanced	25	37	33	27	25
Number of students tested	72	63	81	55	88
10. Two or More Races identified Students					
Meets Standard and above	75	70	63	50	
Advanced	0	0	13	0	
Number of students tested	4	10	8	4	
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>DCAS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	84	74	89	81	73
Advanced	55	47	65	46	24
Number of students tested	91	104	82	90	106
Percent of total students tested	99	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	79	60	82	76	66
Advanced	46	34	61	33	9
Number of students tested	48	53	38	42	53
2. Students receiving Special Education					
Meets Standard and above	100	17	20	75	25
Advanced	0	17	0	38	0
Number of students tested	2	6	5	8	16
3. English Language Learner Students					
Meets Standard and above			100		
Advanced		0	0		
Number of students tested		1	1		
4. Hispanic or Latino Students					
Meets Standard and above	92	63	100	83	67
Advanced	58	38	67	67	0
Number of students tested	12	8	6	6	3
5. African- American Students					
Meets Standard and above	67	42	62	69	50
Advanced	33	11	46	31	18
Number of students tested	18	19	13	16	22
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Advanced	75	50	50	100	100
Number of students tested	4	2	2	1	2
7. American Indian or Alaska Native Students					
Meets Standard and above	100		100	100	100
Advanced	67		100	100	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	3		1	1	1
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	85	79	94	85	78
Advanced	61	58	68	52	25
Number of students tested	59	76	63	58	73
10. Two or More Races identified Students					
Meets Standard and above	100	100	100	79	75
Advanced	43	43	67	29	13
Number of students tested	7	7	3	14	8
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>DCAS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	87	91	83	69	79
Advanced	52	51	50	35	32
Number of students tested	111	89	95	89	79
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	81	88	79	68	68
Advanced	35	40	43	24	21
Number of students tested	48	43	47	41	28
2. Students receiving Special Education					
Meets Standard and above	71	33	60	25	14
Advanced	29	0	20	0	0
Number of students tested	7	6	10	8	7
3. English Language Learner Students					
Meets Standard and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	86	100	80	100	100
Advanced	28	40	40	100	50
Number of students tested	7	6	10	8	7
5. African- American Students					
Meets Standard and above	71	85	69	57	50
Advanced	19	46	38	21	7
Number of students tested	21	13	16	14	14
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Advanced	50	50	100	50	100
Number of students tested	2	2	1	2	2
7. American Indian or Alaska Native Students					
Meets Standard and above		100		100	
Advanced		100		100	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested		2		1	
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	90	91	86	69	83
Advanced	60	51	52	35	36
Number of students tested	82	69	66	65	59
10. Two or More Races identified Students					
Meets Standard and above	100	100	83	71	100
Advanced	67	33	50	43	25
Number of students tested	6	3	12	7	4
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	91	96	79	78	85
Advanced	49	45	46	41	32
Number of students tested	96	95	112	76	108
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	83	93	72	77	81
Advanced	29	38	36	43	22
Number of students tested	41	45	64	30	41
2. Students receiving Special Education					
Meets Standard and above	33	75	20	40	29
Advanced	0	8	20	0	0
Number of students tested	9	12	10	5	7
3. English Language Learner Students					
Meets Standard and above		100			
Advanced		0			
Number of students tested		1			
4. Hispanic or Latino Students					
Meets Standard and above	86	100	80	67	80
Advanced	28	67	60	67	20
Number of students tested	7	3	5	3	5
5. African- American Students					
Meets Standard and above	94	81	57	79	77
Advanced	44	43	26	21	35
Number of students tested	16	21	19	14	17
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Advanced	50	100	67	100	50
Number of students tested	2	1	3	3	2
7. American Indian or Alaska Native Students					
Meets Standard and above	100		100		100
Advanced	100		100		100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	2		1		1
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	89	100	84	76	86
Advanced	50	48	52	42	31
Number of students tested	72	63	81	55	88
10. Two or More Races identified Students					
Meets Standard and above	100	100	63	75	
Advanced	25	30	25	50	
Number of students tested	4	10	8	4	
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES: